

Conceptual Understanding	Procedural Fluency	Strategic Competence	Adaptive Reasoning	Productive Disposition
Scope and sequence of the intervention	Focus of fact fluency activities	Use of word problem attack strategies	Amount of discourse to embed within intervention activities	Extent of motivational strategies needed
Content that needs to be reinforced or retaught before proceeding to the next topic	Procedural supports needed when introducing a new concept (e.g., student needs access to a calculator when introducing a new concept)	Use of schema-based instruction or word-problem structures	Multiple representations to help students solve problems and communicate solutions	Integration of real-world experiences or students' areas of interest into intervention or problems
Use of graphic organizers to illustrate coherence between math concepts	Types of persistent errors that need to be retaught	Focus on translations between word problems and mathematical representations	Justification of solutions in writing or orally	Integration of social-emotional strategies to focus on students' mathematical self-concept
Prior (mis)conceptions that need to be revised	Intensity and duration of fact fluency activities			